

IMPACTING PARENTAL INVOLVEMENT IN CLD PARENTS AND STUDENTS
THROUGH ENGLISH LANGUAGE WORKSHOPS

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Abstract

The benefit of parental involvement for CLD students has been a topic researchers have talked about for years. When a parent is involved in his or her child's life that child encounters countless benefits, not only academically but also socio-emotionally and beyond. This project aims to incorporate a series of workshops for parents of CLD students in the Outer Banks of North Carolina in order to increase their involvement in their school community. My hope is to include the parents of CLD students in the school community and make an impact on the Latino population, seeking inclusion and equity that can benefit everyone and help this community grow globally and culturally.

Dedication

This thesis is dedicated to my mom who always encourages me to follow my dreams. To my father for teaching me what real hard work looks like. For my sister who is always on my side through thick and thin and never lets me give up. And to my wonderful fiancé who sat next to me for countless hours while I finished my thesis and completed my studies. Thank you all very much!

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I would like to thank all my teachers for their dedication and support throughout my studies in this whole process of completing a master's degree. I would like to especially thank Dr. Elena King for being a crucial and essential advocate for the process of writing my thesis and for her patience and professionalism during this process.

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Chapter 1: introduction

It is undeniable that the immigrant and refugee community has been growing in this country, and it is crucial for educators to recognize the importance of helping said community to feel more comfortable and heard. Throughout the years, school systems in North Carolina have adopted strategies to support students and staff that speak different languages. In my years of teaching, I have experienced this firsthand, and I have always wondered how this system can be more helpful to this community that is spreading wider through the country. The inequality that I have witnessed made me think of the different reasons why the community of Culturally and linguistically diverse (CLD) people have not had many opportunities to become involved or to become aware of what is happening in the community their children belong to. The school community has so much to contribute to the families of the English-speaking children, but for those who do not speak English there is a sense of opaqueness. I feel there is a way for staff to contribute to making the messages become clearer and to provide a place for these families to feel included and understood.

Families of CLD children have certain things in common, and one major commonality is most of them have a language barrier. The second thing these families might possibly have in common is the inevitable fact that both parents in the household may be working full-time. Lastly, and probably the most important of all these similarities, is the fact that most of these families, if not all of them, feel left out by the school systems who often do not provide information in Spanish. By not having readily available translators, children are affected and

imposed upon as they often are asked to translate and explain information to their parents. I have seen this happen many times, where children must pass on messages to their parents and as a result, we have a “broken telephone” effect in which the information can be inaccurate thus creating more confusion and less understanding of what is happening in the school. Sometimes crucial information is missed by the parents of children that do not speak fluent English.

My school is in the Outer Banks of North Carolina where the population is approximately 92% White, 1.82% Hispanic, 1.40% Black, 0.73% Asian, 2.69 % Mixed, and 1.08% Other. According to this data, most people living in the Outer Banks are White. The 1.82% Hispanic population is spread across the ten elementary schools throughout the district. This statistical information gives me a clear understanding of how small the population of the Hispanic community is in this area; it also tells me that this community may feel isolated due to the large population of white Americans in the area. The children and adults that also belong to the school community should be offered the necessary tools to understand the system and to belong to the school system as a wholesome community that can offer many linguistic and cultural attributes to the American people.

As a result of my concern for the lack of attention to the community of culturally and linguistically diverse people in the area, I have created this project that will support the Hispanic community of the Outer Banks of North Carolina. The project is an implementation of a series of English informational classes that parents can attend to gather the necessary information they need to feel included in the school community. These classes for parents are designed mainly to share and collaborate ideas and resources. These workshops will secure a sense of understanding to parents and guardians as well as provide some short lessons aimed to introduce useful language that will help parents become more involved in their children’s school life.

One day per week, parents, Dual Language Immersion (DLI) Teachers, and English as a Second Language (ESL) Teachers will connect on google meet to inform, teach, and explain important information, aimed to help their children. The course will be composed of three 60-minute workshops for 3 weeks. The course in its entirety will include basic English classes for beginners to help each other in becoming more capable of problem-solving in English and to help their children succeed and grow as well as informational lessons for parents to understand what is going on in their child's school. Workshop number one is directly inclined towards gathering crucial information the parents need to know about their children's school life. This workshop will be composed of one synchronous session on google meet. This first session will be held for 60 minutes where we will introduce ourselves and start the basic lesson. After the adults leave each meeting, they will have a small asynchronous assignment which will be completed through google classroom. Some of the information in workshop one may include a small introduction of all of the participants as well as information concerning school lunches, early dismissal, bus information and changes and after school care, etc. Most of the information from Workshop one will be introduced in Spanish and some vocabulary will be shared in English in order for parents to understand the verbiage used in school newsletters and handouts.

Workshop number two will provide parents with phonological awareness including a lesson on letter sounds and letter name recognition. This lesson will help parents aid their children in all four domains of the English language, be it, listening, reading, writing, or speaking. This will make the children more successful, the parents more aware and the entire community more involved in the learning process of the second language of our CLD students.

To conclude workshop number two the adults present should complete an asynchronous assignment on google classroom and show their understanding of the lesson.

Lastly, workshop number three provides parents with beginner English classes offering parents tools to not only help their children but also to become more independent and heard at school, to make it easier for them to feel more welcomed at school, and ultimately to be able to advocate for their children. This workshop will be held for 60 minutes and will conclude our training sessions. Workshop number three will have a small graduation celebration towards the end of the google meet session, where parents can celebrate what they have learned. This graduation celebration will highlight important efforts made by the students and gather thoughts and findings the adults have learned throughout the workshops.

As a result of these workshops, the Hispanic community will become more aware of the expectations within US schools and learn new ways to be involved in their children's school life. As children spend most of their time in school, it can also improve the communication between the Hispanic parents and the school staff thus ultimately helping the children have the tools to succeed in school and feel more accepted in the community. The population of Spanish speakers that come from many different and diverse countries around Central America and South America in our community can potentially bring in new and exciting cultural aspects to our schools and with the help of the Dual Language Teachers and the ESL staff we could improve so many aspects of the learning environment and overall community. I hope that through these lessons we can spread awareness and ultimately stop inequality and guarantee that these families and students will feel a better sense of acceptance and involvement in the community.

Chapter 2: Literature Review

Parental involvement is essential for students' development, and it offers many benefits for CLD students. For English Language Learners (ELL's) counting on their parents or guardians for support in their schoolwork is somewhat complex. Due to the language barriers, most CLD families may face problems when it comes to communicating at school or at home with their child, which can result in both the parents and the scholars feeling discouraged and misunderstood. Studies show that having parental involvement in a scholar's academic process can increase student engagement, improve behavioral issues, and overall support students' academic progress and growth (Mendoza, 2017). Academic achievement in children who are in the process of learning a second language can be challenging but it is through their parents' help that they can find clarity and support in their overall school life. According to Mendoza (2017), "Children have social, emotional and physical needs that must be met. A caregiver's failure to meet these needs may have a long-lasting negative effect on a child's academic achievement" (p.5). Additionally, school communities should offer opportunities for parents to engage in the school environment and include the group of parents of those children who are learning English as a second language. They are too learning a second language with their children and are facing the challenges of helping their children at home without the necessary tools to do so. Panferov (2010) explained that "Certain issues are often magnified for parents of ELLs, as the parents themselves may have minimal proficiency in English and vastly different formal schooling histories" (p. 21).

In this chapter, I will examine research pertaining to the importance of parental involvement in the case of CLD students. I will provide reasons why parental involvement is beneficial for the CLD scholar, and why the parent will also benefit from becoming more involved in their child's school life. I will discuss several studies that support the idea of a more inclusive environment where both the school and the parent work together to increase the motivation and academic growth of CLD students. I will also comment on the benefits of parental workshops for CLD parents, and the importance of gathering these parents in an academic environment to facilitate information that they otherwise would not understand. All of this will be viewed through the lens of understanding the difficulties that come with the fact that every encounter that teachers and parents have is currently limited due to the COVID-19 pandemic.

The importance of parental involvement for English Language learners

Many early intervention programs have been shaped by the notion that children's development should be studied in the context of family and community (Pelletier & Brent, 2002). The notion of family and the development of learning from the perspective of an ELL parent has been forged differently. The parent of an English Language Learner has had a completely different upbringing and history when it comes to being taught. How the content was taught in their experiences compared to schools in the US can differ in many ways. Some parents of these scholars might have not had the opportunities to even receive a full education and as a result, find themselves struggling to aid their children in their schooling. According to Pelletier and Brent (2002), "parent involvement, parental self-efficacy and parenting style are factors that influence parent-child interactions and contribute to early development" (p.12).

Waterman (2009) explained that communication is language. When we think about communication, we can immediately relate this word to language, but what implies connecting these two words together? There are many ways to communicate without using verbal cues. For ELLs language is one part of their road to achieving academic growth when they start school in an English-speaking country, but when we look deeper the language is just one single piece of the large puzzle these children must put together every day.

According to Rivera et al. (2016), “The use of the primary language during instruction with CLD students plays a significant role in their acquisition of knowledge and skills” (p.50). Students that are not fluent English speakers use different methods to communicate. As explained by Kim (2020) “We often conceptualize the outcome of language as fluency or competence” (p. 528). When we think of language learners, we need to conceptualize that the one who is learning a different language must adapt themselves not only to the linguistic change but also to the cultural change. Kim (2020) highlighted that “Learners must become familiar with the rules and cultural knowledge by participating in the realities of the new linguistic and cultural world” (p. 528).

When it comes to parent-children communication there can also be many factors that possibly alter or enhance said communication; these factors do not even have to relate to language itself. For example, the parenting styles of some Hispanic parents are an important factor to take into consideration when speaking about parent involvement for CLD students. According to Durand and Perez (2013) “Latino parents capitalize on their inherent strengths and strong value of education, and [this] centers them as key figures and potential advocates in their children’s earliest school experiences” (p. 54). Taking this into consideration we must relate to the fact that CLD students have had a particular upbringing that can differ from an American

child. The upbringing these children experience molds their behavior and understanding of the world in a very different way. According to Kim (2020), “this enriched account is particularly important in the contemporary world, a world that offers opportunities because of instant global communication and rapid flow of people and ideas” (p. 523). Because of these cultural exchanges in schools the parent-child relationship can differ. Sometimes this plays out in English speaking students being able to receive more support from English speaking parents because their parents have already navigated U.S schools. Likewise, CLD students’ parents are not always able to provide the same linguistic capital. parents become involved, children perform better in school.

Benefits of ELL parental involvement and engagement

It is important to point out the crucial necessity for parental involvement in CLD students' school life. Niehaus and Adelson (2014) explain that “The relationship among school support, parents’ school involvement, and academic and social-emotional outcomes for children who are ELLs has proven to be a factor in the achievement of higher and more effective teaching and learning” (p.20). Building collaboration and community is crucial to encourage the involvement of parents of ELL students in their children's academic growth and including cultural diversity in schools can positively affect all children. Niehaus and Adelson (2014) also point out that “The child that is exposed to a rich, cultural and diverse community can count on having abilities and knowledge that will serve a purpose in their adult life as they learn from the diversity that these communities can bring”(p.25). When children are not exposed to culturally diverse communities, they do not understand when they are older that the world is not just the

United States of America, that there are many other places that can broaden their views of life and how life is lived by other communities. Kim (2020). explains that:

Both dialogue and critique are essential for language teaching in the contemporary world.

Language teachers must teach both language and culture dialogically. They must take advantage of the multiple voices that can be accessed through the tools, rules, and communities inevitably present in an activity system. They must encourage students to hear and respect other voices as they engage in activities in the target language and culture. (p. 536)

Many children grow up with the notion that being unable to speak English does not make a person inferior because the language they do speak comes with as much intelligence and richness as the English Language does. As said by Kim (2020) “If they engage in dialogue, language learners can come to understand social reality differently and perhaps appreciate alternative ways of imagining human nature and the social world” (p. 533).

Challenges faced by parents of ELL students.

Parents that come to an English-Speaking country for the first time and do not understand the language spoken come to the realization that they are at a disadvantage very early on. What parents do not know is that there are communities that can help them become one with this new place they call home. According to Arias and Morillo-Campbell (2008)

ELLs have increased in all states over the last twenty years. At the same time, parents of ELLs face daunting barriers as they try to become informed or involved in their child’s school. These barriers, which include the inability to understand English, unfamiliarity

with the school system, and the differences in cultural norms and cultural capital, can limit parent's communication and school participation. (p. 1)

Some challenges that parents face when attempting to even participate in school events can be increased by many factors. One factor that is often a barrier for parent involvement is the language barrier. Some families even count on their young to offer translation when they are met with situations that require the use of said language. Even though language can be a barrier parents are always searching for ways to help their children. They are often chasing down interpreters that can potentially help them get their messages across, be it a family member that can speak the language or ultimately their child. According to Van Voorhis et.al (2013) "Caregiver involvement is important for every child's education: it is especially important for the child whose family is from a different linguistic background" (p.45). When we think of the variety of communities that differ, even if they all come from Spanish-speaking countries, we must first analyze the differences in culture and upbringing. As Axford et al. (2019) stated "the school system is unfamiliar with the cultural norms that serve as baggage for these parents and add an extra limiting barrier when they need to help their children thrive at school" (p. 21).

In the last decade, ELL students have become increasingly isolated, segregated by language, ethnicity, and socioeconomic status (Arias & Morillo-Campbell, 2008). These situations are still seen to this day, where cultural diversity is not seen as a beneficial quality but rather another reason to degrade and isolate a population. Arias and Morillo-Campbell (2008) states that "Research has documented the effects of such isolation trends in an analysis of large city school districts, studies found decreasing black and Latino exposure to white students" (p. 6).

The effects of the large city school districts on black and Latino populations can be seen throughout the United States and has impacted communities' abilities to integrate and collaborate. According to Arias and Morillo (2008)

Nationally, the average Latino English Learner attends a school where over three-fifths of the students are Latino. This phenomenon can lead to large levels of linguistic isolation and highlights the challenges of teaching ELL students and involving ELL families in their children's education. (p.22)

Without a doubt one very important challenge that ELL families face is racial injustice and racism that is undeniably a factor in the lack of involvement of this community in a traditional White American school. This offers many barriers not only for the parents but also for the children who may encounter racial injustices in their school environment. Arias and Morillo-Campbell (2008) mentioned how "Some critics assert that educators view culturally and linguistically diverse students and their families as the problem" (p. 520). The fact that parents of CLD students are racially discriminated against in the school environment makes them feel unmotivated and unsafe to even set foot in school. Arias and Marillo- Campbell also state that "The problem lies in the fact that an inclusive mindset needs to be taught to young children, for them to comprehend the fact that every culture although different, offers a wide variety of beneficial and knowledgeable attributes that can only offer more wealth of cultural richness to a community" (p.520).

The importance of Teacher-Parent workshops in CLD learners learning process

Parental involvement has proven to be a crucial part of a child's education. In the case of CLD students, the offering of parent-teacher workshops could potentially be beneficial for the development of a learning opportunity for parents of CLD students who do not have the necessary tools to be a part of the school community. According to Mogge et.al. (2017) "Curriculum and instruction can be greatly enhanced when teachers and administrators learn about students' participation in their family homes, communities and kinship networks" (p.25). Trying to promote a cultural and diverse community for both parents and children is an important task we should all be talking about. Promoting greater relationships between school and migrant communities can be a positive all-around experience. (Mogge et al., 2017).

The implementation of language workshops for parents of CLD students should be planned from a cultural and potentially global perspective in which parents and students from both communities, being the American community and the Hispanic community can both share from each other and grow globally and culturally together. Families always hold a tight bond with each other because they relate to each other's experiences. This can also happen when two very different communities get together and share experiences that can link them together. Mogge et.al. (2017), highlighted that "As important as it is to develop a positive classroom community among students, so is it true among families" (p.37). Workshops can turn into a positive opportunity for parents of CLD students to create their own network of parents and start sharing experiences and learning about the different services their children should receive in the school every single day. Additionally, Mogge et.al (2017) stated that "Workshops are necessary for the families to learn about expectations, but it is also necessary for their children to learn about inquiry. At some point children are going to be the real teachers for their parents" (p.39).

Conclusion

In conclusion parental involvement is crucial in the development of academic growth for CLD students. CLD students benefit greatly from the participation of their parents in specialized workshops aimed to teach, collaborate, learn, and gather information that will ultimately aid their children in the process of learning a second language. Not only will their involvement help the children grow academically but it will also help the children grow interpersonally and socially. These workshops will also help the parents of CLD students gain more confidence and acceptance and will benefit the communication between the school and the parent. The aim of these strategies is to become a more inclusive and globally diverse community in which every single person feels accepted and heard.

Chapter 3: Project Design

In this chapter, I intend to explain the rationale behind creating a series of synchronous online workshops for parents of culturally and linguistically diverse (CLD) students, to enhance and motivate the parental involvement in our school community. This series of workshops intends to teach parents of CLD students some very important aspects of becoming involved in the school. These workshops will also help parents learn more strategies to be able to help their children in their language development, and lastly, they will acquire some useful information about literacy skills that will aid their children in different stages of their literacy journey.

According to Erdem and Kaya (2020) “The relationship between parental involvement and academic achievement varies according to the parental involvement. Some types have shown positive association with academic achievement some other types have proven negative or null” (p. 368). Parents of CLD students have very high expectations when it comes to their children’s overall progress in school. Nevertheless, it is important to highlight the fact that this community of parents has not been offered the necessary tools to be able to aid their children at home, and as Gonzales and Gabel (2017) explain “teachers lack critical information about CLD parents and diverse representations of parental involvement, they may also lack the training needed to work effectively with CLD students” (p. 67).

In addition, low response by CLD parents to surveys used for research purposes is equated with this lack of interest in their child’s education. According to Kim et al. (2020) a positive “view of school environments, and positive school climate was associated with greater

academic motivation of every dimension: importance, usefulness, future value, and intrinsic value education” (p. 138)

Some strategies that can improve parental involvement for CLD students can be, visits to the school, use of parents as volunteers, communication from school to home, assistance in home base strategies among many others. One inevitable fact that has become an obstacle to an even greater lack of parental involvement is the impact the COVID-19 pandemic has made across the board.

It is important to note that parental involvement can create a broader understanding for all the educational community. The impact of school staff creating opportunities for parents to become involved in school is necessary for our CLD students to grow and learn more than they have already lost. According to Kim et al. (2020) “Students—mostly children of immigrant families—with high family orientation (focusing on family respect) perceived their school climate more positively through feeling respected and valued by the school, which was consequently associated with greater academic motivation” (p.47). A positive perception of the school environment can ensure many positive outcomes for CLD students in our community.

As for some difficulties that can arise when Spanish-speaking parents attempt to reach out to the school for more information on their child, they are met with different situations that do not allow face-to-face participation. Therefore, the opportunity of asynchronous and synchronous sessions has served a very important purpose not only for CLD parents but also for anyone who struggles with situations like the ones previously mentioned. As explained by Sylaj (2021), “The school can be the one who spreads the important information by children’s help. Most of the families want specific information about the activities that they can do with their

children. The teachers can also give helpful instructions even for creating an environment that stimulates the child's success" (p. 62).

These opportunities can come of course in this time due to the technological advances that have been made. The fact that parents can now acquire internet hot spots and computers for their children to use at home, is an advancement in parental involvement altogether.

The fact that parental involvement can aid students in their school life through technology is an amazing discovery that has been made due to the needs of our time. It is now impossible not to have a way to communicate with the advancement of smartphones and computers and overall technology, and this supports parents in their children's academic lives. According to Keaton (2020) "Parent communication is also a necessary part of student success and parents can model this for their child so that they can better communicate with their teachers" (p. 135).

Parental communication is important for children to succeed in school and that fact should be recognized by every member of the school community. By generating opportunities for parents to become more involved be it, in person or online we are creating equal opportunities for all our students thus engaging, enhancing, and motivating CLD students to become better readers, and motivating parents to become more involved in the community making the school more aware of the importance of diversity. Lastly, we can improve interpersonal and personal relationships between children, parents, and staff thus creating a more wholesome and accepting school community.

Chapter 4: Project

The present project is the design of a series of workshops that support parental involvement in CLD students in Nags Head Elementary School located in the Outer Banks of North Carolina. Likewise, this project will host informational English classes which will offer parents of CLD students' tools to understand important information that will impact their children's academic and interpersonal growth. These workshops will also provide phonological awareness and literacy strategies to aid students at home. Finally, these workshops will provide beginner English classes for parents of CLD students, teaching them the linguistic abilities they need to communicate with the school staff and become advocates for their children.

This projects name is "Talleres informativos para padres". These workshops will offer parents synchronous GoogleMeet sessions with ESL and DLI teachers that will provide the lessons. The lessons will always be accompanied by a task the parents must complete on google classroom.

(Figure 1.1) the class code is 4m3zn7n the web address is:

<https://classroom.google.com/u/1/c/NDIzNTQxNzExNDUz>



Figure 1.1: Home page

On the home screen of google classroom, parents will find their streaming link tab, their classwork tab, their classmates, and the feedback that they receive for their assignments. On the drop-down menu to the right, they will find their settings and profile. The waffle icon will take them to their Google Drive which will house their assignments and allow collaborative documents to be shared, google calendar will provide them with reminders of their sessions and times to connect to their google meet and their link to enter the google meet.

Session one: School information and communication.

In this session, parents will receive an introductory lesson in which they will get to know each other and converse about themselves sharing culture and language as one. This session will also provide parents with the chance to learn some important ways to communicate and understand important school information about the bus, after-school programs, lunch, and extracurricular information that will help them understand the information sent home by their child's teacher.

Session one will begin with all the parents who enroll accompanied by the DLI and ESL teachers joining the GoogleMeet and making sure all the participants can view the camera and can hear the session. The session is held completely in Spanish and is introduced with a series of google slides to introduce the class and the participants. Figure 1.2 shows the introductory slide where we have a short discussion and icebreaker.

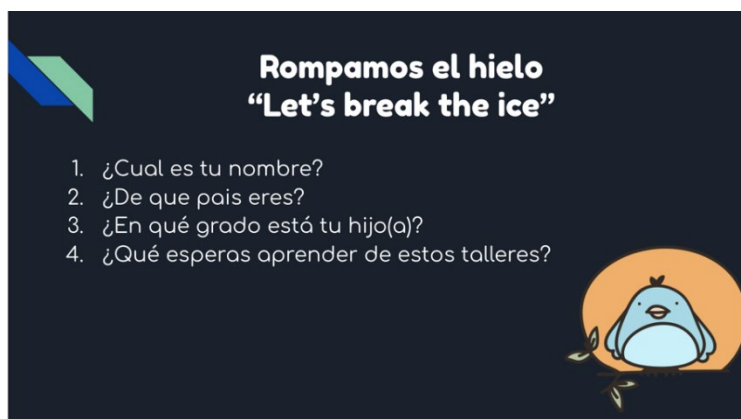
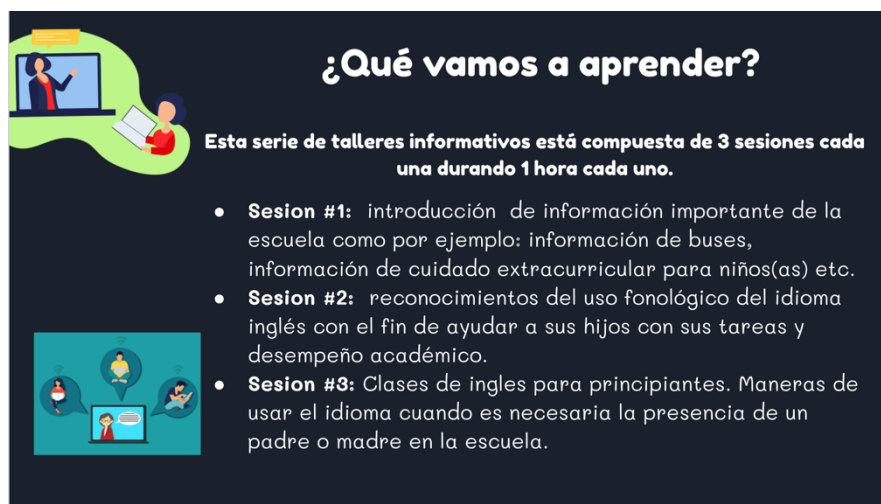


Figure 1.2: Introductory slide

This icebreaking activity is composed of 4 questions for the participants. The questions are shown in Spanish to the parents, and they are the following. What is your name? Where are you from? What grade is your child in? And finally, what do you want to learn from these workshops? Each participant will have the opportunity to share their answers and get to know the other CLD parents that are in the course.

Following this slide is the introduction of the workshops and the explanation of what they will be learning in the entirety of the workshops. Figure 1.3 shows the explanation of the three sessions that participants will attend. This slide explains that this series of workshops is composed of three 60-minute sessions. The bullet points show the three sessions and a brief explanation of what will be covered in each session. In the first bullet point, parents can see that it is an informational session that will provide important information concerning bus, after-school care, and activities, etc. The slide shows a second bullet point that explains that this session will be composed of phonological awareness lessons that will help them aid their children in their literacy development and understand the language better. Finally, the third bullet point shows parents that this session will provide English classes for English as second language

learners. This session will provide parents with the necessary tools to communicate with the school staff when necessary.



¿Qué vamos a aprender?

Esta serie de talleres informativos está compuesta de 3 sesiones cada una durando 1 hora cada uno.

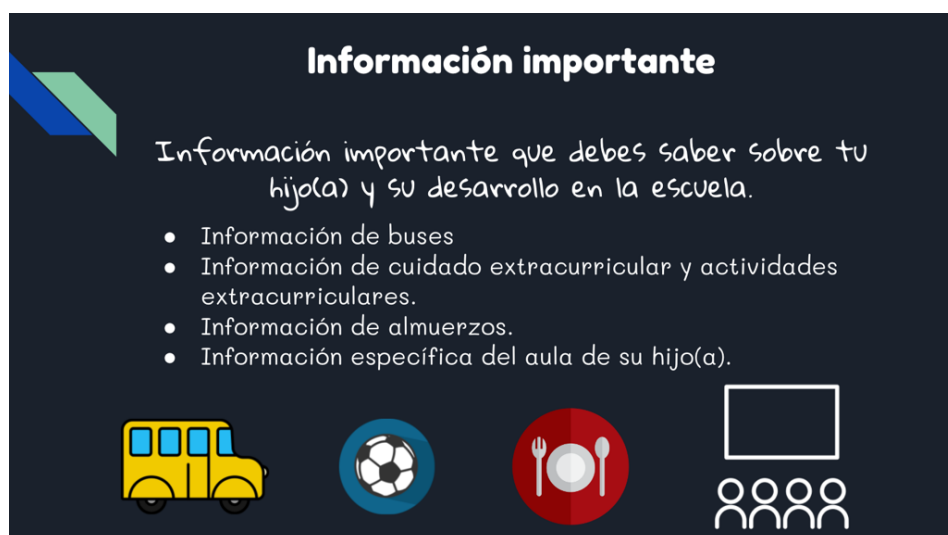
- **Sesión #1:** introducción de información importante de la escuela como por ejemplo: información de buses, información de cuidado extracurricular para niños(as) etc.
- **Sesión #2:** reconocimientos del uso fonológico del idioma inglés con el fin de ayudar a sus hijos con sus tareas y desempeño académico.
- **Sesión #3:** Clases de inglés para principiantes. Maneras de usar el idioma cuando es necesaria la presencia de un padre o madre en la escuela.

(Figure 1.3) what are we learning?

Session one continues straight into providing parents with informational tools that will help them communicate with the school staff in the case where they need to acquire certain information. Some information that parents are constantly receiving is composed of bus information, after-school care and activities, lunch menus, and any other information that will prove to be useful for parents to aid their children and accommodate their needs.

This session shows a slide where parents will learn common phrases that will help them get in touch with someone from school and be able to communicate what they need. As seen in (figure 1.4) Parents or guardians will have the opportunity to learn, practice, and role-play a series of scenarios where they will show what they have learned in this session.

(Figure 1.4) Important information



The participants will observe a series of questions and statements that can prove to be useful for them when they need to contact the school. In figure 1.5 there are a series of phrases that the participants will practice with the instructors first. The instructors will first teach them the appropriate pronunciation and meaning of these phrases or questions. Following this participant will practice for a couple of minutes how to say these sentences and in which cases they should be used.

(Figure 1.5) phrases and questions



To conclude session one students will have the chance to share what they learned with their instructors. They will role-play the events in which they would need to use the phrases and questions they learned. figure 1.6 shows the activity is designed as an A-B scenario in which one person is speaker A and the next one is speaker B. A script is read by each participant. This will allow the parents to use the language in context and feel how the actual communication will be when they need to use it in their everyday life.

(Figure 1.6) Role playing activity

Actuemos un escenario...

Person A: Staff member

- Hello, Nags head elementary how may I help you?
- Of, course what is your child's name and grade?
- Sure, the bus number is 207 and you need to wait for the bus on 8th street.
- Around 2:45 is when the bus will drive by.
- You too!

Person B: Parent

- Hello, I would like to know what my child's bus number is and where the bus stop is located?
- Perez, M. and he is in 4th grade.
- Thank you what time should I be waiting at the bus stop?
- Thank you and have a nice day.

Participants will then have an additional activity through google classroom to show what they have learned in this first session. They will have until the next session to complete this activity. Additionally, they will have to comment on two of their classmate's posts giving their opinion of how helpful this experience is for CLD parents and the community. Figure 1.7 shows the question asked on google classroom as an assignment and attached to this question students will see the slide show from the first session.

(Figure 1.7) Session one additional activity

Sesion 1

Juliana Lara posted a new question: Como podemos recordar esta frases y p... Due Feb 16, 2022

Posted 4:32 PM

Escribe por lo menos 2 estrategias que usaste para recordar estas frases y preguntas esenciales para la comunicacion on la escuela de tu hijo(a)

0 Turned in | 0 Assigned

Clases informativas para...
Google Slides

Add class comment...

Session two: Phonological awareness for parents and students

For our second session, participants will attend the google meet and we will take 10 minutes to review the comments that we left on the session one activity. The google classroom will show the collaboration with parents and how they begin to build a network with each other. Following this participant will be introduced to session number two. This gathering is composed of some phonological awareness lessons, but to begin this lesson parents will be introduced to the differences between Spanish and English phonology. Spanish is taught phonetically by syllables because Spanish is read how it is written. English on the other hand needs support to be understood phonetically because some letter blends and combinations make different sounds. This is a topic that parents of CLD students need to comprehend to help their children with their acquisition of the English language and to enhance their literacy skills. Figure 2.1 and 2.2 shows the parents about phonology and some important rules that children learn when they are mastering their literacy skills.

(Figure 2.1)

Sesion 2: Conciencia fonologica

Antes de adentrarnos en la fonética en inglés, vamos primero a explicar qué es la fonética, qué se entiende por el estudio de los sonidos al hablar y cómo son hechos, transmitidos y escuchados.

<p>La "e" muda</p> <p>Si la "e" se encuentra al final de la palabra y hay una sola vocal más en la misma, entonces se pronuncia la primera y la "e" se vuelve silenciosa, alargando además el sonido de la vocal anterior a ella.</p>	<p>Vocales cortas</p> <table border="0"> <tr> <th>Símbolo</th> <th>Ejemplos</th> </tr> <tr> <td>e</td> <td>Tent, better, pretend, West.</td> </tr> <tr> <td>æ</td> <td>Rat, cat, tap, hat, flat.</td> </tr> <tr> <td>ʌ</td> <td>Gun, dove, honey, London, Rome.</td> </tr> <tr> <td>ʊ</td> <td>Took, book, scoop, put</td> </tr> <tr> <td>ɑ</td> <td>Bob, squat, Rob, body, follow, social.</td> </tr> <tr> <td>ə</td> <td>About, December, banana, mother, again.</td> </tr> </table>	Símbolo	Ejemplos	e	Tent, better, pretend, West.	æ	Rat, cat, tap, hat, flat.	ʌ	Gun, dove, honey, London, Rome.	ʊ	Took, book, scoop, put	ɑ	Bob, squat, Rob, body, follow, social.	ə	About, December, banana, mother, again.
Símbolo	Ejemplos														
e	Tent, better, pretend, West.														
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ɑ	Bob, squat, Rob, body, follow, social.														
ə	About, December, banana, mother, again.														

(Figure 2.2)

Sesion 2: Conciencia fonologica

Vocales largas

Símbolo	Ejemplos
i: niece.	Agree, feed, beach, machine, beat,
ɜ: Bird, word, car, worm, hard.	
ɔ: Walk, north, force, sure, yawn, jaw.	
u: two.	Goose, moon, fruit, gloomy, do, blew,

Figure 2.1 shows that the silent "e" is very important when it comes to phonological awareness. This slide explains that phonological awareness is the way we hear and transmit sounds in each language. It also provides parents with some examples of words that require the

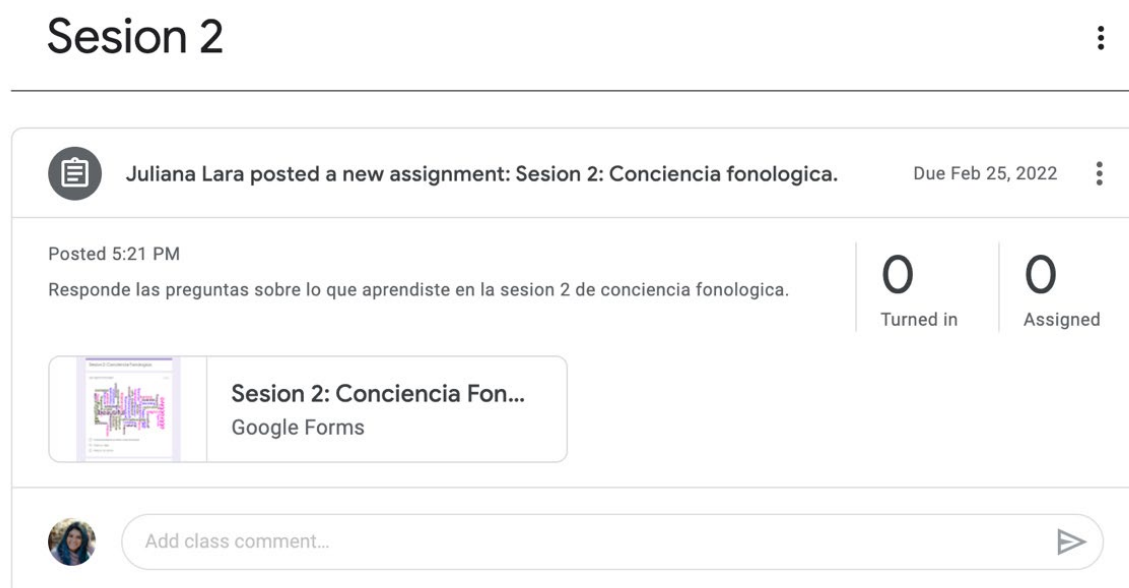
silent "e" and the short vowels. Figure 2.2 shows the long vowels and gives some examples of words. Even though these workshops are intended for parents, we need to understand that to help children they need to learn as their children would learn. Figure 2.3 is taken from the website starfall.com a web page that offers a wide variety of phonological tools that children and parents can explore together.

(Figure 2.3) Starfall



Starfall is a web page designed to help children learn the different phonological combinations of the English language. In this session, we will look around this page and learn from some of the combinations that are offered. Parents will take a breakout session and explore this page for at least 10 minutes with a partner and bring to the whole group session a conclusion about the importance of phonological awareness. We will come back to the whole group session and discuss our findings and what parents explored. We will focus mainly on the ways we can help our children practice their English fluency by first mastering their phonological awareness. This webpage can prove to be a useful tool for parents to learn alongside their children and thus providing children with more practice outside of school alongside their parents. To conclude this session parents will have an activity on google classroom where they must complete a short quiz

on what phonology is and why is it important to practice it with their children daily. Figure 2.4 shows the quiz that parents will complete on google classroom.



(Figure 2.4) Quiz for session 2 on phonology

Session three: Basic English classes for beginners

In session three we will provide English classes for beginners. In these classes, we will teach parents some basic skills when it comes to speaking English as a second language. Starting with greetings and concluding with phrases to say goodbye. These simple English classes will help CLD parents become more confident and choose their language learning as a priority to help their children in their language learning journey. The first slide will start with some greetings as seen in figure 3.1.

(Figure 3.1): Greetings



Session three will provide parents with ways of greeting people not only in the school community but also all the people around that may be English speaking. We will work together to be able to use these greetings as a group and hear the appropriate responses from the other classmates. For example, if someone greets you with a “hello, how are you?” How should you answer that greeting? Possibly with a “good and you?” These greetings will help the parents become more comfortable with speaking in English and starting to learn the language slowly.

In the next section of session three, we will work on conversation starters that will help parents socialize with people from the community giving them tools to communicate by starting the conversation using conversation starters or icebreakers. Figure 3.2 shows the conversation starters that will be introduced to the class.



(Figure 3.2) Conversation starters

Finally, to conclude session three we will show the participants ways to say goodbye when a conversation is over. In this session, students will practice with each other the different ways to say goodbye and have a small roleplaying activity where they will practice all three of the sections learned. The participants will pair up and greet each other start a conversation and conclude a conversation. This will be a slow approach to teaching the parents some communication skills and to make them feel more comfortable while using and learning this new language. Figure 3.3 shows the phrases we will use to say goodbye.

(Figure 3.3) Ways to say goodbye



In this last session, we will not have an activity to complete on google classroom. This last session will also have a small graduation ceremony where parents will be able to receive acknowledgment for what they have learned on these three short sessions, and they will be able to share what they have learned and how these workshops have helped them become more recognized and heard. We will provide the parents with the opportunity to share why they believe these workshops have provided them with the necessary tools to be of aid to their children in school and how with these workshops they feel more accountable for their children's school life becoming more involved and included in the school community.

Chapter 5: Conclusion

The research for this project helped me understand more of some of the difficulties that parents and students that are culturally and linguistically diverse must go through when they enter their children in school. Through this project I have learned that there are many ways to aid the CLD community and give them tools to not only become better advocates for their children but also to be of aid to them with schoolwork and general literacy competences. Through the implementation of English literacy and communicative workshops parents of CLD students gathered important information that would help them understand how to help their children in school. There were three workshops offered to the parents synchronously and asynchronously. These workshops ensured parents shared and collaborated with others, it also ensured networking and grouping of parents that can help each other and build a stronger Latino community in the Outer Banks of North Carolina.

I have learned that the current Latino population of the Outer Banks of North Carolina is a community that needs more attention and motivation to become more involved in their children's school life. This community is undeniably growing, and it is in fact very important for this small town to become more culturally inclusive, globally aware, and linguistically diverse in its own way. The very reason the dual language immersion program was implemented here was to broaden the cultural and linguistic capacities of young children. This also accompanied by the fact that parental involvement is a huge part of the impact the school community can receive from taking experiences from the Latino population and gathering them to ensure they feel

included and understood as well as seen as a community that can bring so much positivity and knowledge of language and culture.

I hope that this project helps both the White and Latino community of the Outer Banks of North Carolina to feel more inclusive and culturally aware and that the implementation of these workshops helps the parents of CLD students understand what is going on in their child's school life and help them communicate and build a foundational network of people that will also help not only them but their children as well.

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